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ABSTRACT

A study investigated the effect of discourse style adopted by students on the way in which the assignment was graded. Subjects were three foreign college students, all non-native speakers of English, in an introductory business course. The assignment was a case study of organizational behavior in two competing companies; the students were to predict the winner of a contract, based on information provided. Analysis of the three essays suggests that the argumentation approach taken by each student affected the grade awarded; the grades depended less on their ability to complete the conceptual task than on their ability to construct a rhetorical solution that matched what the evaluator had in mind. Additional training for non-native speakers in the argument and resolution of issues is recommended. (MSE)

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ARGUMENT AND EVALUATION IN ORGANIZATIONAL BEHAVIOUR: STUDENT WRITING IN AN INTRODUCTORY COURSE

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ARGUMENT AND EVALUATION IN ORGANIZATIONAL BEHAVIOUR: STUDENT WRITING IN AN INTRODUCTORY COURSE

Pat Currie

The evaluation of student academic writing is of considerable interest to all teachers, but of central importance to those involved in attempting to prepare students for academic study. In their university careers, it is largely on their writing that our students will be evaluated. It is in their writing that students must convince the professor not only that they have learned the basic concepts of that course, but also that they have learned to think and argue in ways acceptable to the academic community. Bartholomae (1985) defines that task as follows:

> "The student has to learn to speak our language, to speak as we do, to try on the particular ways of knowing, selecting, evaluating, reporting, concluding, and arguing that define the discourse of our community." (p. 134)

Central to our task of student preparation, as we were reminded by Shaughnessy (1977a), is an understanding of the nature of the task they are facing. Part of the problem in trying to understand one aspect of the task -- evaluation -- is caused by what Shaughnessy termed the "dual nature of the relationship" between the student and her evaluator. While on the one hand the relationship is cooperative, in the sense that both student and professor are trying to understand each other, on the other hand it is also a relationship of conflict, in terms of the time and effort each is willing to spend on the other. There is a limit to the extent to which the evaluator will try to interpret what the student is trying to say. Thus, if she is to convince the professor that she has mastered not only the course concepts, but also the ways of thinking and arguing valued by that discipline, the onus is on the student to communicate her ideas clearly and appropriately to the professor -- largely through the written product. As such, then, the written product is the rhetorical solution to the task or assignment.

I wish to thank the faculty and students from the School of Business at Carleton who participated in the study. I am particularly indebted to one professor: Geoff Mallory. I also wish to thank Aviva Freedman and Stan Jones for their insightful comments during the revisions of this paper.

A second reason for the elusiveness of the nature of evaluation is suggested by research which focused on the expectations as stated by the evaluators themselves. Studies by Rose (1979), Johns (1985), and Faigley and Hansen (1985) found discrepancies between what evaluators said they wanted, and what they actually did with what they got. In Rose's study, professors who claimed to consider global features of discourse more important than content instructed the TAs who were doing the grading to "sift through poorly organized text" for the right answer. If the information was correct, the student got the marks. Johns' study led her to question some of the evaluators' claims that while they considered sentence level errors irritating, such errors did not influence the grades. Finally, Faigley and Hansen found significant differences between one instructor's stated criteria and those actually applied in grading. Such findings indicate that in our efforts to understand academic evaluation, we need to go beyond the explicitly stated criteria of the evaluators.

Furthermore, the students attempt this task for what has been characterized (Shaughnessy, 1977a) as a very demanding audience:

> "The academic audience is, however, the least submissive of audiences, committed as it is ...to the assessment of new and as yet unproven interpretations of events. The writer is thus expected to make "new" or arguable statements and then to develop a case for them, pushing his inquiry far enough to meet his audience's criteria for fullness and sound reasoning."
>
> (p. 240)

Such criteria for "fullness and sound reasoning", of great relevance to any understanding of academic evaluation, are the focus of much of the ongoing research into the nature of argumentation. We have learned from current research (eg, Bazerman, 1981; Freedman, 1988; Herrington, 1983) that the knowledge, values, perceptions, and beliefs of a given academic community are manifested in conventions. According to Maimon (1983), such conventions create "expectations in the minds of readers".

We need to examine the extent, if any, to which such conventions might influence a professor's evaluation of student writing -- how evaluators actually respond to students' attempts to imitate the ways of thinking, knowing, and arguing in the academic community -- and to determine which approximate behaviours are rewarded, which penalized. We need to explore, for example, what it in is the nature of the student's argumentation that fails to convince the evaluator that she has completed the required intellectual task, perhaps even if the right information is actually there. We need to ask which, if any, features of the argument can compensate for other, perhaps serious, weaknesses in the answer. Studies such as those by Herrington (1983) and Freedman (1988) have already contributed to our knowledge of the evaluation of real responses to real

tasks, as students attempt to write themselves into genres in the fields of chemical engineering and law.

This paper will focus on the evaluation by the professor of one assignment given in a course on Organizational Behaviour. The results suggest that argumentation format does, in fact, influence grading, both positively and negatively. The paper will also consider implications for EAP/ESP classroom instruction and curriculum development.

The forum (Herrington's terms for a group within a discourse community) for this study is Organizational Behaviour, a sub-group of business studies at Carleton University. The course is an introductory, required course, generally taken in the second or third year in the Bachelor of Commerce programme, which programme is offered within the School of Business in the Faculty of Social Sciences at Carleton. It is one term long (ie, thirteen weeks), and consists of two one-hour lectures per week -- given by the professor -- as well as in a one-hour tutorial -- led by a TA. It is necessary, at this point, to stress that the student writing done in this course is not writing for business in the sense of letters or memos, but rather writing about organizational situations and problems for an academic audience; ie, academic writing for the social sciences. Apart from the examinations, students write nine two-page assignments, which account for 35% of their final grade. Each assignment requires the students to apply the O.B. concepts from one chapter in the textbook and to respond to questions set either by the professor or by the text.

The three students who participated in this study were all non-native speakers of English: two from Hong Kong who were in their second year in Bachelor of Commerce programme; and one from Macao, in her third year. All had been exempted from further ESL instruction, either by their TOEFL scores or by virtue of their having studied in a Canadian high school for more than three years. As well, all three had taken the composition course required of business students who do not achieve a certain standard on a test essay, given at the beginning of their first academic year. All three had passed the course, which consists largely of grammar-based instruction.

The particular question under discussion, based on a case study in the course textbook, formed one part of the third assignment, due in the fifth week of the course. Unlike many of the assignment questions, which required the students to provide examples or other data to support their statements, this was one of the few that required them to present an argument in the form of a train of reasoning.

The process by which the professor (who was also the course coordinator) provided me with information regarding his evaluation of the assignment was as follows: first, he graded the assignments, and briefly rationalized his grades, all in writing; later, in a departure from the normal process, he evaluated them a second time in the course of a more detailed and focused interview with me.

Thus, he evaluated each assignment twice.

The rhetorical analysis by Toulmin, Rieke, and Janik (1979) provides a useful framework for the discussion of the evaluation. According to Toulmin *et al*, observers of organizational operations have identified a standard deliberative process very similar to that found in sciences, law, and other fields. It is by no means unique to business. Such standard procedures for resolving an issue are as follows:

1. Facts are gathered,
2. Criteria on which the decision will be made are set out,
3. Alternative decisions are suggested,
4. The best alternative is chosen through careful argumentation.

In order to understand the nature of argumentation involved here, it is helpful to analyze it using a categorization employed by Toulmin *et al*. They divide argument into six major elements which they have labelled the "claim", the "warrant", the "grounds", the "backing", the "rebuttal", and "modalities". In this discussion we are concerned with the first three of these components. The claim is the "assertion put forth publicly for general acceptance" (ie, the thesis -- the conclusion you reach, the prediction you make, or the decision you arrive at). The "grounds" are the "specific facts relied on to support a given claim" (ie, the statistics, the examples, or details derived from a careful analysis of the situation). The "warrant" is the principle that enables you to use these particular grounds in support of a particular claim.

In their text *An Introduction to Reasoning* (1979), they note that stating a warrant explicitly is less common in business because those values or principles are usually accepted by those in the organization; ie, they are "givens".

In Assignment Three, Part II, the section under discussion, the topic was goals, efficiency, and effectiveness. The two companies involved in the case study -- Acme and Omega -- represent two very different organizations. Acme is a very efficient organization internally, with clear responsibilities and narrowly defined jobs. It is well integrated vertically, with good communication and coordination within the departments. The goals are profitability and internal efficiency in the high volume manufacturing of printed circuits.

Omega is a different organization. Where Acme is efficient, Omega is effective. Unlike Acme, Omega is well integrated horizontally with good communication and coordination across departments. At Omega there are no organization charts, as management feel they would put barriers between specialists who should be working together. Omega's goals are not internal efficiency and profitability, but rather the effective use of human resources, creativity, and employee understanding of all aspects of the organization's activities.

In the case study, the firms are competing for a contract to design and pro-

duce hundred working models of a prototype of a memory unit for an experimental copier. In part two of the assignment, the students were asked to predict the winner and justify their decision: "Which firm do you think will produce the best results? Why?" The prompt itself provides no criteria for making the decision.

According to the course coordinator, it is possible to argue for either company. In Figures 1a and b, the arguments have been displayed according to the schema outlined by Toulmin *et al*. If you argue for Acme (Fig 1a), you need to argue or warrant your grounds on the basis of the O.B. concept of "efficiency", the result of the company's vertical integration -- the detailed organization charts and job descriptions -- which ensure coordination and communication within each division, and the ability to produce the required one hundred prototypes within the specified time limits. Because of the lack of vertical integration at Omega (the absence of organization charts and detailed job responsibilities, it is not efficient.

ARGUMENT FOR ACME

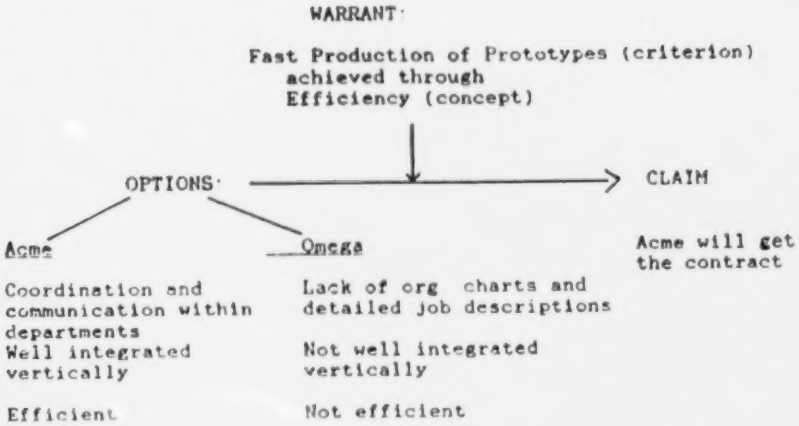

Figure 1a: Rhetorical Pattern of the Argument for Acme

If, on the other hand, your argue for Omega (Fig. 1b), you do so on the basis or warrant of "effectiveness": that good communication and coordination across the functional divisions would enable them to create a good prototype. Unlike Omega, Acme have the horizontal integration that would enable them to do this.

ARGUMENT FOR OMEGA

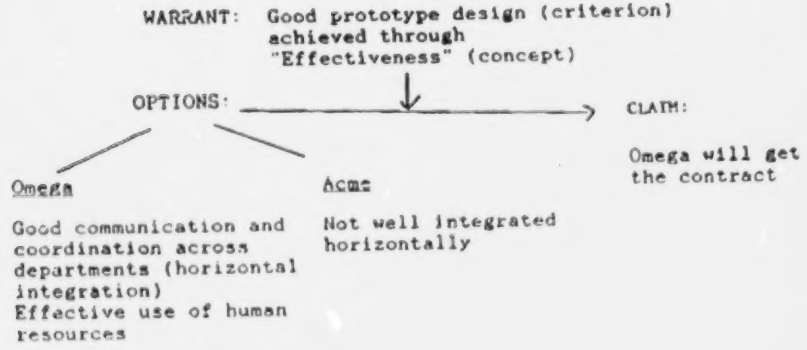

Figure 1b: Rhetorical Pattern of the Argument for Omega

The warrant involves a definition of the terms "best results" (fast production/a well-designed prototype) as well as a statement of the O.B. concept (efficiency/effectiveness) that would enable the company to produce these results.

The next section will examine both the responses of the three students and the course coordinator's evaluation of each.

STUDENT A

Student A's response to part two, which was graded as five out of ten in both evaluations, is as follows:

In order to predict either Acme or Omega will provide the best results, we need to summarize the characteristics of the two different organization structure.

Acme is a highly centralized, formalized and specialized organization. They have good vertical and horizontal structural linkages. They have detailed organizational charts and job descriptions. They rely on the formal type of communication where messages are flowed through memos. They are under a closed buffer system. They are confident of their competitive power. By concluding all these factors, we will not deny to admit that Acme will produce the best results.

Omega is a highly decentralized, less formalized and less specialized organization. Even though the President is an expert of that field, he cannot be the only one to make all the credits. They believe that formal communication will act as a barrier against their work. Most of the time will be spent in assisting every employee to be certain of his duty in the organization. This will lead to a time of meeting demands. Their jobs are not guided by rules so they may have conflict about their real roles in the organization. As a result, their performance will be violated. They can be efficient but are not very effective.

In both his first and second evaluations, the professor strongly criticized Student A's answer. In his written comments he first questioned whether she had really answered the question ("We will not deny to admit that Acme will produce the best results"). On further consideration, he apparently changed his mind accepting the language, noting, "I suppose so but she does not say 'why'". In the later interview he explained that what he meant here was that some of her support (grounds) was either incorrect or irrelevant. For example, the text wrongly describes Acme as well integrated horizontally, and as having a "closed buffer system" (this notion is illogical, as buffers operate between the organization and the environment). Such problems also beset her argument against Omega. Again, inaccurate grounds (that time in meetings precludes good performance, and that Omega is efficient but not effective) show her misunderstanding of the situation. Furthermore, some of the grounds are irrelevant ("Acme are confident of their competitive power", and "the president of Omega is an expert in that field").

His main criticism, however, was that she had not stated the criteria by which she was judging the alternatives: "She's missed the "So what?" part -- how this support constitutes an argument for Acme". In Toulmin's terms, she had not adequately warranted her grounds on the basis of any theory or principle. Consequently, she failed to convince the professor of her ability to think in a manner valued by this community.

Her answer strongly suggests that writing for organizational behaviour is

not the same as writing for business. As noted earlier, according to Toulmin *et al* (and later confirmed by the professor), in business it is less common to state your warrants because they are generally organizational givens. In the context of the social sciences, however, when you are a university student trying to prove that you understand the concepts and can argue appropriately, it appears that if they are not specified in the question, you must state your warrants.

The professor's comment -- "Ho hum here we go again" -- on Student A's first sentence ("In order to predict either Acme or Omega will provide the best results, we need to summarize the characteristics of the two different organization structure"), is relevant to an evaluator's limits of time and effort. It is possible that his attitude was influenced by two considerations: first, as he explained, that the question did not require the student to summarize; secondly, that the surface errors signal that the text will not easily accessible, and consequently will require more effort.

STUDENT B

In the initial grading, Student B's entire assignment three was graded as "5-ish"; part two, which follows, was later graded as 5-1/2 to 6:

> From all the given facts in the case analysis, it is likely that Acme Electronics will succeed. The reason being that Acme clearly establishes the responsibilities and tasks of all employees so that the jobs will be carried out thoroughly and efficiently. Consequently, timely production is avoided and the firm is able to keep up with the customer's demand. In comparison, Omega Electronics spends a considerable amount of time in meetings. Therefore, the firm is not capable of meeting delivery.

Although the answer contains a linguistically clear and appropriate claim, the rest of the answer contains three major problems. The first problem -- caused by lexical choice -- relates again to the expenditure of time and effort. The coordinator's written comment on this assignment when he first graded it was "not good - I did not understand the answer." The reason was the phrase "timely production". It can be argued, I suppose, that the professor might have figured out the student's intended meaning, either by guessing, or by continuing to read, using subsequent clues from the text. This suggestion, however, denies the social context within the student was writing. In academic writing, the burden of proof of mastery of knowledge rests with the student; the decision about the amount of time and effort spent rests with the professor.

Guessing might present problems in both areas. If, for example, he used a common definition -- opportune -- the meaning would not make sense in the

context. If he next tried attributing to "timely" a meaning more directly associated with the word itself - "on time", the phrase would still not make sense, as an organization is not likely to try to avoid punctual delivery. Given the context, however, and the clue that the student is obviously referring to time, the professor could simply slotted in the meaning that would make the best sense -- late. With this solution, the problem becomes more complicated, in that if the coordinator chooses to interpret the word in this way, he is, in fact, constructing a meaning opposite to what the student has actually said. The result is that it is he, not the student who is answering the question.

The second option is to continue reading in the hope that the meaning will become clear. In this text the professor's confusion only increased, with a misuse of the word "demands". Whereas, in a business context, "demand" usually carries the idea of "ongoing", this contract involved only one order. According to the professor, the precise word would have been "requirements". These two errors in lexical choice, which suggest the student's failure to learn the language of the community, appear to fit Shaughnessy's (1977) category of "messages which writers can't afford to send". They further support Santos' (1988) findings that professors regard lexical errors as the most serious. All students beginning a new discipline must learn the language of that community. For those with less of a background in the subtleties and nuances of language as for example, is generally the case with those whose first language is not English--those to whom "demands" and "requirements" seem indistinguishable in meaning, the task may at times seem insurmountable.

A third option -- giving up -- appears to have been his choice. Confused, he apparently stopped trying to interpret what she was trying to say.

The second weakness noted by the professor was the student's failure to explore why at Omega the coordination and communication were done through meetings rather than formalized systems. If a student wants to make this claim, she must at least attempt to support it. Nothing in the text, however, indicated that the time spent in meetings led to an inability to meet a production schedule; consequently, her grounds were inaccurate.

The professor's response to the third major problem casts light on the importance accorded warrants in the field of organizational behaviour. His discussion suggests that warrants should precede and be distinct from the grounds. Criticizing the placement of "efficiently", he commented that it should have appeared nearer the first of the sentence, where it would have "located her argument". Before assessing the grounds, he needs to know the nature of the argument that the student is making, ie, the warrant for the grounds she is offering. Without that warrant, he is unsure of the relevance and appropriateness of her grounds. Perhaps, too, having to wait to discover the nature of her argument increases the effort he must make in evaluating the answer. When asked what his evaluation would have been had the student stated, near the beginning, that

what was needed was an efficient organization, he said that in that case her argument would have been much more acceptable: "It's what I would expect in a good answer." In argument, as is decision-making, the criteria on which the decision will be made must be established before the argument can proceed; ie, the warrant must be clear.

Nor was it enough for her to place it in the grounds, at the end of the sentence -- theoretically, a position of emphasis. Perhaps what is required is that it appear at the beginning to signal the stance the student has adopted toward an organizational situation, the interpretive framework that she will use in her argument. As it will serve as a given in the rest of her argument, it must be placed near the beginning to provide coherence to what follows. Thus, at the end of the sentence, it may violate the "given-now" order. By putting it at the end, the student may have signalled that the criterion for judging the company was not part of the central warrant, but that the information was secondary, or part of the grounds. Studies of reading structure (Meyer, 1975), suggest that sentence-initial information is more likely to be recalled than information in sentence-final position. It is possible, given the good reader's strategies of prediction, that he did not even see it.

It is also possible that in its adverbial form -- "efficiently" -- the warrant was made even less accessible than it would have been as the noun "efficiency". Perhaps the combination of these factors -- having the warrant at the end of a sentence, following some of the grounds, and in an unexpected syntactic form -- made it impossible for him to view it as a warrant.

STUDENT C

In contrast to the first two assignments, the one by Student C received a very favourable response in the initial evaluation. The professor, commenting, "Very good" gave it a score of eight out of ten. Part two, which follows, was later graded "6".

> The major concern on this case is which company can produce one hundred prototypes within the stated period, so the major goal here is fast production. In this case, it does not concern about output level and external environment. Internal efficiency is more important. Inside Acme, coordination and communication between departments would be a problem. When problem occurs, it would take time to solve. On the other hand, inside Omega, each department has better communication with others and departmental activities mesh with one another to have high productivity. Omega would take the advantage of internal organizational health and efficiency. So I think Omega would produce the best results.

The argumentative structure of this answer fits the template put forward by Toulmin *et al* -- the "standard procedures" for resolving an issue. As the professor put it, the student "locates his argument" in the first sentence by stating the criterion he will use in making his decision ("fast production, not output or volume") as well as the key characteristic (the concept of "internal efficiency") through which the company will achieve that goal. Thus, before stating the grounds of his argument, the student has established his warrant. It is noteworthy that in this answer, the concept part of the warrant appears as the subject of its own sentence, in the form of a noun. The student then assesses each of the two alternatives in terms of its ability to achieve this goal, providing grounds for his claim ("So I think Omega would produce the best results") warranted by the concept of efficiency and the criteria selected. In the initial grading, the professor gave this assignment eight out of ten, noting that this part was "very good" but criticizing two other sections of assignment.

His attitude changed in the more focused and detailed interview, where he found several weaknesses. First, he noted the lack of support (grounds) for the claim that "when problem occurs, it would take time to solve".

The next criticism, however, far more striking and significant, suggests that a well-formed argument can compensate not only for inadequate grounds, but also for an incorrect claim. Having established the warrant of 'efficiency', the student went on to claim that Omega, not Acme, would produce the best results. Yet Acme is the efficient organization, Omega the effective one.

As the reason why the professor failed to see the error, I would like to propose the nature of the student's argumentation. The professor is accustomed to seeing arguments in a particular format. This text, which closely matches the familiar genre, enabled him not only to fill in an information gap, but also to reconstruct what was actually there to suit his expectations. Because of his prior knowledge of the structure of an acceptable argument, he was led to believe that his expectations of content would be fulfilled.

The professor did, in fact, regard this as a very plausible explanation of what happened. Reading is, after all, an interactive process, with the reader making predictions about what will appear in the text. I would hazard a guess that this professor is not alone, that other evaluators of student papers have practised strategic reading of this sort -- reaching conclusions based on prior knowledge of content and organization. Schema theory tells us that discourse organization -- the global features of discourse -- facilitates comprehension, that the rhetorical organization of a text interacts with the schemata or prior knowledge of the reader to help her create meaning out of that text.

One contributing factor to his strategic reading might again involve the time and effort he felt he would have to spend on a text by a second language writer. Once the argumentative structure was so clearly highlighted, and the initial content deemed correct, he may not have troubled to read thoroughly the less

accessible grounds. Indeed, it is possible that he stopped reading anything after "Inside Acme", which begins the sentence immediately following the warrant.

These data suggest particular connections between the nature of the argumentation and the evaluation of student writing. For one thing, it appears that in an introductory course in organizational behaviour, if it is not specified in the prompt, an acceptable argument includes a statement of the chosen criteria as well as the concept being applied to the given situation, as well as an explanation for the selection of that concept. The argumentative structure may further require that, in order for the writer to locate his argument, the warrant both precede the grounds and be explicitly signalled as distinct from such grounds, thus enabling the grader easily and efficiently to assess their relevance and appropriateness. A well-formed argument may require that the concept be realized in its own sentence, perhaps even in a particular syntactic form. It may also be the case that insofar as the student must convince the professor that she is reasoning according to the values of the discipline, the claim may be less important than the grounds and warrant.

From the data, it also appears that the warrant is what determines the relevance of any grounds offered in support of a claim. In her argument for Acme's predicted success, Student A wrote that Acme was confident of its ability. Because the concept or warrant of efficiency does not include the notion of confidence, her grounds were considered irrelevant to the argument.

If, as rhetoricians tell us is the case, this "mode" of reasoning is not limited to organizational behaviour, or even to business, but is shared by other disciplines such as science and law, what implications do these preliminary results hold for us as EAP/ESP teachers?

For one thing, since it appears that there are mistakes our students *can* afford to make, especially if they occur within a well-reasoned answer, this study suggests that we prioritize. Instead of concentrating on errors that offend our English teachers' perceptions of accuracy and grammaticality, we might more profitably spend our time and energy on the errors that a student cannot afford to make -- on errors that put evaluators in a situation where they have to do the work of the student.

But more importantly, what we are discussing here is what criteria this professor actually applied in evaluating the students' responses to the task. What he was, in fact, grading was the degree to which the argumentative nature of each of their texts matched the genre with which he is familiar. This judgment was also influenced by the accessibility of the text. In the first evaluation, Student C's answer, which most closely approximated that genre, received the highest grade. Student B's response, which matched his expectations less closely, and in which language obstructed the meaning, received a score of "5-ish" (5 to 5 1/2). Student A, whose answer looked least like the familiar genre, scored "5". Yet in the second evaluation, the scores were within one mark of one another.

Student C was lucky; for some reason, he was able more closely to match the expectations of his evaluator for an acceptable argument. Student B was less lucky, though perhaps she had understood the situation as well as Student C. Student A was the least lucky of all: perhaps unaware that she had failed to answer the question, 'Why?', she was even less able to create an acceptable rhetorical solution to the problem.

It appears that their grades depended less on their ability to complete the conceptual task than on their ability to argue acceptably -- to construct a rhetorical solution that matched what the evaluator had in mind. In one interview, Student A captured the essence of the student's task when she said, "It's easy to get an A if you can read through the mind of the professor."

Thus the task facing these three students, and many others like them, in numerous disciplines, is to learn to resolve an issue. Yet the successful resolution must be displayed through "standard procedures" which are by no means standard in either our textbooks or our classrooms, where the focus so often is on the typical modes of organization, such as comparison/contrast, cause/effect, and chronology, instead of the nature of argumentation.

Students who do not understand what Shaughnessy (1977b) termed "rituals and ways of winning arguments in academia" have great obstacles to overcome in their efforts to succeed at university. This task is perhaps even more difficult for second language students. If so, then for us in EAP is becomes even more important that we attend to the calls of scholars such as Maimon (1983) and Bizzell (1982) to make academic discourse more accessible than is currently the case. Our classroom can provide students with materials and activities that require them to engage in conceptual and rhetorical tasks similar to those required at university. Like content classes, our classrooms can provide issues that need resolving, and a perspective on how such issues are argued and resolved within the various disciplines. We need to make explicit the nature of argumentation -- the web of conventions and assumptions -- that has until now remained largely tacit.

To achieve this goal we need the results of studies on the nature of argumentation in the various discourse communities, as well as greater collaboration with our colleagues in other fields. We will all benefit -- ourselves, our colleagues, and our students. As teachers of writing, we will benefit not only from our expanded awareness of the universe of discourse, but also from the knowledge that we have helped initiate our students into the rites they must learn if they are to succeed in academe.

For our colleagues, the advantages may include a more conscious awareness of what they value and therefore expect their students to be able to do. If, in turn, they make more explicit to their students what is expected, they may well find their students more able to match such expectations. And finally they may appear to be less diligently "guarding the tower" (Bizzell, 1982). Perhaps what is sometimes perceived as the mystification of academic expectations is really the lack of explicit-

ness that derives from not having had to articulate to non-members of the community just what the evaluative criteria are. If we ask, we may find an enthusiastic response to our questions.

For our students, the benefit can be a forum for the development of the skills necessary to their growth as individuals and to their success in the academic community, in order that they might participate more fully and more successfully in the intellectual enterprise.

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